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ABSTRACT

This document consists of the facilitator's guide and the participant's guide for lesson planning in the adult English-as-a-Second-Language (ESL) classroom. The facilitator's guide contains the instructions, overheads, and reference materials for a 6-hour workshop on lesson planning for the adult ESL classroom. It is designed to be used by the person running the workshop and contains a very detailed schedule, complete with reference materials and overheads. The reference materials include several sample handouts for workshop participants. The participant's guide contains the same type of reference materials as well as a questionnaire to be filled out for evaluation purposes. It also contains an annotated bibliography with 39 published and online references. (KFT)

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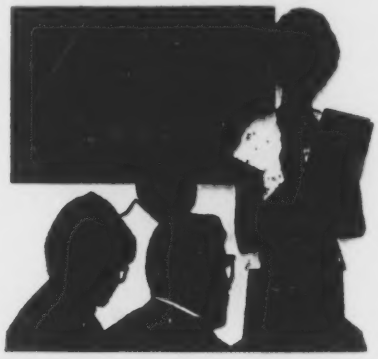
FL 801 439

Winter 2000

Equipped for the Future: Lesson Planning for the Adult ESL Classroom

Facilitator's Guide



Prepared by
Mary Kay Alegre, Inaam Mansoor, Donna Moss, and Vanessa Phillips

Equipped for the Future is an initiative of the National Institute for Literacy

This document was produced under special project funds from the Virginia Department of Education, Office of Adult Education and Literacy. It reflects the REEP Program's interpretation of the EFF framework and its relevance to adult ESL programming. It is not an official EFF document.

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Table of Contents

Instructions

Overheads

Reference Materials

Note: All handouts are in the Participant's Guide.

Overview of Agenda

Segment Time	Total Workshop Time	Segment
5 min.	5 min.	Introductions, objectives, and agenda
15 min.	20 min.	Warm up
15 min.	35 min.	EFF review
20 min.	55 min.	Background reading and discussion
25 min.	80 min.	Video
5 min.	85 min.	Lesson simulation preparation
60 min.	145 min.	Lesson simulation
10 min.	155 min.	Reflection on lesson simulation
15 min.	170 min.	Break
50 min.	220 min.	Lesson plan design
20 min.	240 min.	Wrap up

Susan Gaer's segment of this video, [illegible] used with the Equipped for the Future Lesson Planning for the Adult ESL Classroom.

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What is *Captured Wisdom*?

Captured Wisdom is an interactive resource designed to help inform educators of successful practices of integrating technology into adult education instruction. Innovative replicable activities are shown, described and discussed by front-line classroom educators and learners so that others feel they have had an opportunity to visit the class and chat with the learners and teacher about their work.

To develop each of the Captured Wisdom stories, teachers and learners were filmed describing and demonstrating how they use technology in classroom-based projects. The edited videotaped segments were viewed by focus groups of adult educators who generated questions they wanted to ask the teacher so that they too might be prepared to use such an activity in their own classroom. Their questions were grouped into categories such as Instructional Activities, Classroom Management, Assessment, and Technical Issues, and posed to the presenting teacher. Responses were tape-recorded and are included as companion segments on the CD-ROM. This development process assures that the implementation needs and concerns of real teachers in real adult education programs are addressed.

Captured Wisdom documents the ways educators and learners use technology in their classrooms as a tool to support instruction and learning in content areas. When used as a vehicle for professional development, *Captured Wisdom* is especially useful for stimulating teachers to think about and question the approaches of other teachers and ways they might adapt what they see and hear for their own local education contexts, learners, equipment, and curricular and instructional goals and plans.

For additional information, contact
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Activity: Introductions, objectives & agenda

Time: 5 minutes

Purpose: To familiarize participants with facilitator(s) and to introduce the objectives and agenda

Format: Trainer Presentation

Materials:
Overhead Projector
Flipchart stand and paper
*EFF Content Standards Publication (one per group/table - (for ordering information see footnote below)
Participant Materials for each participant
H#3A,B&C: EFF Content Framework, EFF Standards & Components, and Role Maps
H#1/OV#1 : Objectives
H#2/OV#2: Agenda

Special Facilitation Notes:

Description:

1. As participants arrive, hand out the Participant Materials and refer them to handouts #3A,B & C as people come in. This will serve as a reminder/overview of EFF and as preparation for the warm-up.

2. Introduce yourself and briefly describe your background and experience in adult ESL and in using EFF.

3. Cover basic housekeeping items, such as restrooms, breaks, refreshments, etc.

4. Refer participants to Handout #1 & 2 in their Participant Materials and show matching Overhead #1 & 2. Describe the objectives and agenda.

5. Segue: "Before we start, let's have a brief overview and review of what EFF is and discuss the EFF Content Framework."

* Go to the NIFL Web Site to find out more about ordering free copies of the publication at www.nifl.gov/lincs/collections/eff/eff.html.

Activity: Warm up

Time: 15 min

Purpose: To give an overview of EFF and to serve as a review for those participants who have attended prior training programs on EFF.

Format: Trainer Presentation

Materials: H#3A,B&C: EFF Content Framework, EFF Standards & Components, and Role Maps
OV#3: (Blank) Content Framework for EFF Standards
OV#4: EFF Standards Wheel

Special Facilitation Notes: Ideally participants will have attended an introductory workshop on EFF or have had some prior experience/knowledge of EFF. You will need to assume you'll have some participants who are new to EFF. The warm up and review serve to get participants up to speed on the Framework and EFF vocabulary. See Talking Points to prepare for this activity.

Description:

1. Ask for a show of hands for how many participants have had some prior training on the topic or have some general background on EFF.

2. Refer participants again to their Handout#3A and use a blank version of this document (OV#3) to jot down answers to these leading questions:

   "What are the 4 Purposes?"
   "What are some common activities?"
   "What are 4 important adult skills as described here?"
   "What are the 3 adult Role Maps?" (also refer to Handout #3C, the Role Map descriptions)

   Fill in the blanks (broad terms only) as participants call them out. Ask for examples and summarize and/or put into other words some of the definitions participants describe (see talking points below).

3. Refer participants again to their Handout #3B and put up OV#4 and ask the leading questions:

   "What are some of the 16 EFF Standards?"
   and refer participants to Handout #3B that lists the Standards and the components of the Standards. Ask for examples and summarize and/or put into other

words/summarize some of the definitions participants describe (see talking points below). Remind participants that the components of the Standards are useful in that they break each Standard down into a couple competencies. Depending on the student's level, and the goal of the lesson, teachers can focus on all components within a Standard, or simply one.

4. Segue: "We've reviewed the EFF framework and talked about the different parts of the framework. Now let's share our experience with each other. We'll put groups together of people with little experience with EFF and those with some classroom or general knowledge together and spin the "Wheel of EFF".

EFF Framework Talking Points:

Practice and rehearse these talking points to summarize and give some background and context to the discussion. Continue to bring up pieces of this information to summarize points throughout the workshop.

- The 4 Purposes (refer to Handout #3A)
  The National Institute for Literacy (NIFL) asked adults from diverse programs about their underlying purposes for literacy through the question "What is it that adults need to know and be able to do in order to be literate, compete in a global economy and exercise the rights and responsibilities of citizenship?"
  - their answers were summed up in these 4 categories which became the 4 purposes for learning: Access, Voice, Independent Action, & Bridge to the Future.
- The adult Role Maps (refer to Handout #3C)
  The student responses identified three critical roles for which adults needed to learn a full array of skills in order to carry out their lives and meet their own purposes. They were:
  -family member
  -worker
  -citizen/community member
- The Common Activities (refer to Handout #3A)
  -The common activities overlap all three roles. They are useful for: 1) finding a common focus for instruction, and 2) helping students see the potential transfer of skills and abilities across roles.
- The EFF Skills (refer to Skills Wheel – OV#4)
  - The 16 Skills are derived from the activities in the role maps; therefore, we know that they are the core skills adults need to carry out all three roles.

Activity: Review (EFF Framework/Standards)

Time: 15 min

Purpose: To allow participants to review the EFF framework (which they may have learned about in a previous workshop or teacher training program) and share ideas for how they have implemented EFF in their classroom.

Format: Small group game (4-5 people)

Materials: R#1: EFF Framework Wheel and Arrow
(one per group—need to cut and make)
Fasteners (one per game)
H#3: The EFF Content Framework

Special Facilitation Notes:

Description:

1. Here are two grouping strategies you could use: 1) Ask participants who have experience using EFF in the classroom, or understand the EFF Framework to raise their hand. Each group should contain one or more of these participants so, assign each of the "participants familiar with EFF" to a different table, and have the rest of the participants count off and join the appropriate table depending on their number. (If you don't have enough people familiar with EFF, ask participants to simply brainstorm/come up with ideas for using the different parts of the framework as they spin.) 2) Just have participants group themselves with the people sitting around them. If you choose to regroup, allow five extra minutes.

2. Pass out the EFF Framework Wheel and demonstrate a spin or two.
Talking points:
"Say I land on *The Role Maps*. I would refer to my Role Maps handout if I need to and talk about something I did in class, or an idea I have for this. For example: in my beginner class there were a lot of parents with young children. I went to the local public school web site, printed out a calendar, and used it to introduce vocabulary and topics related to schools: parent/teacher conferences, holidays, breaks, math night etc.

"Say I land on *The Common Activities*. I would refer to my list of Common Activities handout if I need to and choose one common activity I practiced in my class, or an idea for practicing it. For example, for the Standard "Respect Others and Value Diversity", I make a big chart of where students are from and they tell me two facts about their country. After the list is made, we talk about how many nationalities and languages are represented in the class, and how exciting it is to learn about other

people and their countries. We talk about the student's workplace and the existence of cultural diversity they find at work. We talk about the excitement of that as well as potential problems. Students tell me about their ways of greeting someone they've just met – a handshake, a kiss, 2 kisses, no contact. We talk about the greeting custom in the U.S. We conclude by saying how important it is to respect others, value diversity, and communicate when there are problems in class and on the job.

3. Give groups time to play (each person takes one turn), and go around to each group to listen, observe and assist. Make a mental note of people who had a good idea or seem to articulate the parts of the framework well.

4. Call on volunteers to share good ideas that came up. If no one volunteers, call on the people you identified in number 3.

5. Summarize the comments and ideas that participants offered.

6. Segue: "You've had the opportunity to review the parts of the EFF Framework by sharing ideas. We will continue to explore how EFF looks in the ESL classroom. By the end of the workshop you should walk away with a clear sense the big picture of the EFF Framework and Standards, why EFF is important to adults learners, and how you can intentionally build lessons that allow students to build skills outlined in the Standards as well as languages skills."

Activity: Background Reading

Time: 5 min

Purpose: To give time to put lesson planning in the context of the big picture and vice versa. To understand how the EFF Standards can enhance ESL lesson objectives.

Format: Silent reading

Materials: H#5: Background Reading

Special Facilitation Notes:

Description:

1. Ask participants to take about 5 minutes to read through the brief background reading. Ask them when they are finished to read and begin thinking about the questions for group discussion.

Activity: Background Reading Discussion

Time: 15 min

Purpose: To reflect on the big picture, the components of a quality lesson, and personalize the EFF approach by discussing lifestyle changes over the last decade and putting participants in the shoes of their students as they enter the modern U.S. society.

Format: Group discussion

Materials: H#5: Background Reading
H#6: Background Reading Discussion Questions
Flipchart paper (4 pieces)
Large Presentation Markers

Special Facilitation Notes:
Have questions already written at the top of flipchart paper. One question per page.
Right before this part of workshop, tape flipchart paper to wall/chalkboard.

Description:

1. Ask participants to read through the discussion questions. Using the flipchart paper to record the discussion, lead a group discussion about the answers/responses to the questions. (Call on a volunteer to record the discussion, especially if there is no co-presenter.)

2. Segue to video:

   "Through our warm-up exercises and our discussion about EFF and our society's need for literate adults, you now have a new perspective for analyzing the video you are about to see."

Activity: Classroom Video & Feedback Form

Time: 25 min

Purpose: To observe and identify the EFF Standards and Other Framework Components in an ESL

Format: Video viewing and facilitator led discussion

Materials: VCR and large monitor
Video tape: *Capturing Wisdom vol. 2*
Produced by the National Center for Adult Literacy (NCAL)
Susan Gaer's segment: "Creating Family Histories"
H#7: Video feedback form

Special Facilitation Notes:
Have video ready to go on Susan Gaer's section of the video. Stop the video when this segment ends.

Description:

1. Talking points:
   "You are about to observe a beginner level classroom in California. The teacher is Susan Gaer. She will describe to you her student population and her philosophy for her lesson. She didn't develop this as an EFF lesson, per se, but for the purposes of this workshop, we thought this was a good snap shot of a teacher whose lessons illustrate the concepts of EFF. You will be considering how and whether the techniques you observe could be effective for use with your population of students, and if her lessons allow students to practice both language skills and other EFF skills. Please take a couple moments to read through the video feedback form before we begin the video."

2. Give participants a couple minutes to READ the video feedback form.

3. Show the video, and give participants another 5 minutes to COMPLETE the video feedback form.

4. After viewing video ask participants:
   - What impressed you about the video?
   - How did the teacher decide on the type of project the students would do?
   - Does it tie in with their adult roles?
   - What language skills were being practiced?
   - What (other) EFF skills were being practiced?
   - Do you think this was an effective method for teaching the topic?

5. Segue to pre- lesson simulation:

"You've observed a teacher in the classroom and you will have a chance to do an EFF lesson in your classroom. But now you'll have the rare opportunity to be an EFF student in a classroom practicing EFF skills. Let me show you what I mean."

Activity: Preparation for EFF Lesson Simulation

Time: 5 minutes

Purpose: To familiarize participants with the lesson they will re-enact.

Format: Trainer Presentation

Materials: OV#5: Picture of Angie Felix's class

Special Facilitation Notes:

Description:

1. Place OV #5 on the projector. Explain that this is a picture of teacher Angie Felix's class in Arlington, Virginia. Tell participants they're about to practice a lesson used in Angie's class as part of NIFL's initial development phase of EFF. Say that they will now switch gears to become English as a Second Language (ESL) students. As students, they are about to experience an actual lesson that uses EFF Standards and Components. Angie designed the EFF lesson that participants will simulate. Explain that by experiencing what students experience, they will see what it feels like to practice some of the skills outlined in the Standards.

2. Give participants some background about the teacher and her class. Rehearse this and try to talk without notes. Encourage students to relax, close their eyes, and imagine this scenario. Talking points:

   "You are an ESL student in the Arlington Education and Employment Program (REEP) in Arlington. This program is located in a Washington, D.C. suburb. You take intermediate English classes four nights a week. The program uses competency-based education and is learner-centered.

   "Your classmates are 80% Latino, 10% African, and 8% Asian. Most are between ages 23 and 40. The majority of your classmates have an educational background of tenth grade or higher. More than half completed high school. You and most of your classmates work in the service industry, with jobs in restaurants, grocery stores, daycare, etc. You want to learn English to get a better job and improve life for yourself and your family."

   Segue: Ask if there are any questions. Then say, "OK, let's get started with our lesson for today."

Activity: Lesson Plan Simulation

Time: 60 minutes

Purpose: To better understand how the EFF Standards can enhance ESL lesson objectives.

Format: Group Work with approximately 4 members each; Some Facilitator-led discussion

Materials: Flipchart paper and a marker (at least one page and one marker for each group)
OV#6/R#3/H#8: Group Roles
OV#7: Student Assessment/Evaluation Chart
R#4/H#9: Eduardo's Secret
R#5/H#10: Eduardo's Secret Comprehension Questions
R#6/H#11: Problem Solving and Group Decision Making Worksheet
R#7/H#12: Frequently Asked Questions about Alcoholism
R#8/H#13: Alcoholism and Alcohol-Related Problems
H#14: Eduardo's Secret Student Survey

Special Facilitation Notes: You'll need to evaluate all participants while they are working. In order to get everyone's names, leave OV#7 in the area where participants sign in during the beginning of the workshop. Attach a note asking them to write their name in the left column of this OV#7. This will save you time when you have to identify students and evaluate them during this activity.

Each group should get a set of R#3-8 (called H#8-14 in their Participant's Guide). Although these papers are in their Participant's Guide, they need one standard set of papers to reference and fill out while they complete the group exercise. Before the training, make enough copies of R#3-8 to accommodate small groups of 4 participants each, depending on how many people you think will attend the training. Then, you can hand out a set to each group once the groups are formed.

Description:

1. Give students a brief introduction to today's lesson. Talking points:

   "Hello, class. As you'll remember, we're continuing our study of health. Yesterday, we talked about health problems that were in the stories we read. Some of you also talked about common health problems in your community or in your country. Tonight, we're going to study one serious health problem that came up in our discussions: alcoholism. You'll work with a group of four or five students to discuss the problem and how it affects one family. You and your group members will also come up with solutions for this problem.

"For now, I'd like you to get into groups. If there are four or five people at your table, they can be your group. If not, then seat yourselves in groups of four to five. Do that now. (Give students 2 to 3 minutes to establish their groups. Walk around and help group students if necessary.)

"Is everyone in a group? OK, good. Now, everyone in your group will have a role and responsibility. Take a look up here for your roles. (Place OV #6/H#8 on the projector. Read the descriptions of each role. Ask if there are any questions.) Now, you and your group members should decide who will take on what role."

Give students 2 to 3 minutes to decide on their respective roles. Assign roles to groups that are struggling with their decision. Once groups have established their roles, pass out the Reference set of handouts (R#3-8) they will use to complete the assignment. Tell them the Writer will fill out this reference set for the group, but that all of the papers are in the Participant's Materials for future reference.

"Here's what we're going to do in today's lesson. You're going to read a story called, "Eduardo's Secret," about a man who is an alcoholic. In your group, you'll answer some comprehension questions about the story. Then, your group will come up with at least two possible solutions about how to handle Eduardo's problem. You'll need to listen to your group members and respect their opinions, as well as share your own. You'll also have some research material that will help you.

"You and your group will then decide on the best solution. Your group's presenter will present your solution to the class after you have finished your outline. As you're working, I will be your "resource person." You can ask me if you have questions about new words or if anything is unclear. However, I'm going to be evaluating you as you work. Of course, I'm going to be listening to your speaking skill in English. But, I'm also going to see how you practice three skills that are just as important to practice as the language. (Place OV#7 on the projector.) I'm going to evaluate each of you for your efforts to Cooperate with Others, Learn through Research, and Solve Problems and Make Decisions. At the end of the exercise, you'll complete a survey to evaluate yourself on how much you practiced these skills.

"You already have some materials that will help you with today's assignment. Look through your materials for these papers: the story "Eduardo's Secret," the Comprehension Questions, the Problem Solving and Group Decision Making Worksheet, a page called Frequently Asked Questions about Alcoholism, and a page called Alcoholism and Alcohol-Related Problems." (You can hold up each page as you name it so they see what it looks like and can find it in their packet.)

"Are there any questions?" Answer questions. "Now let's begin." (This introduction should take a total of 10 minutes.)

2. "First, you need to read the story "Eduardo's Secret." Take time to do that now. Then, I'll explain more so your group can do its work." (Give students 5 minutes to read silently.)

3. As you explain the following instructions, write each step on the board. "Now, you're read to answer the Comprehension Questions with your group members. In the interest of time, you don't need to write down your answers. Just talk about the answers. Answering these questions will help you as you continue with this lesson. Timekeepers, give your group 5 minutes for this."

   "Then, you're ready to start finding solutions. I'm going to give each group a piece of large paper and a marker. First, use the Problem Solving and Group Decision Making Worksheet, which has an outline on it, to come up with solutions. For each solution, I want you and your group to come up with advantages and disadvantages. Your writer should note them. Leaders, you need to encourage contributions from each of the group members. Each of you should think about how this experience might relate to your own life, and let that help you come up with ideas for solutions. You should also use the two pages of reference material I gave you to help come up with solutions.

   "You'll then choose the solution you and your group members think works best. You and your group members may not agree all of the time. Leaders, this is where you'll need to help everyone reach a compromise. Decide on your solution and make sure to discuss why you think that's the best alternative.

   "Then, your writer should reread the outline and look for grammar and spelling mistakes. The writer will then want to put the outline on the large paper I've given to you. That's when your presenter will study the outline and be ready to talk about it with the class for 3 minutes. Depending on our time, I'm going to call on one or two presenters to tell us about their group's solutions.

   "Is everyone clear on what we're doing? OK. Timekeepers, your group has 20 minutes. You'll probably want to remind them at the 10 minute point to decide on a final solution and finalize your outline for the presentation. Let's go."

4. As students do their work, you will walk around and rate participants on OV#7 for the three Standards: "Cooperate with Others," "Learn through Research," and "Solve Problems and Make Decisions." Use the guidelines below and rate participants as follows: 1-unable, 2-limited, 3-able, 4-proficient, and U-Unable to observe. This scale is also on your evaluation sheet. You should already have everyone's name on OV#7 from the start of the workshop.

   For Cooperate with Others, you'll want to see that students interact with each other in friendly and courteous ways; seek input from others, offer their own opinions, and adjust their opinions/actions to take into account the needs of others.

For Learn through Research, you'll want students to pose a question to use both their personal experience and the research you gave them to come up with solutions; and come up with advantages and disadvantages for each solution.

For Solve Problems and Make Decisions, you'll want to see students really take the time to evaluate each possible solution and then choose the one they think is best. Group members should come up with a strong explanation as to why they chose their final solution.

Remind students after 15 minutes that they should have chosen or should be almost ready to chose the best solution, so they can get ready for their class presentation.

5. "Now, let's hear your presentations. I'd like one or two groups to tell us about their solutions and other alternatives. Do we have any volunteers?" You can solicit groups or just call on them. If you have more time, you can get more groups to give their presentation. Give each presenter 3 minutes, and ask the group's timekeeper to watch the time. Continue to evaluate students during their presentations, depending on how they demonstrate their cooperation with each other and the extent of their decision-making skills.

6. You will now need to show students the evaluation form you used. Place OV#7 on the projector, which you should have filled out. However, make sure that you first cover up participant's names. Participants may be sensitive to others reading your evaluation of them. On the overhead, only the scores and scoring categories should be visible. Talking points:

   "While you were working, I listened to you practice English. I also looked for evidence of your cooperation with others, learning through research, and solving problems/making decisions. Here's what I found. For example..." You can explain how you rated certain students. Focus on the students who did the best work and explain why they excelled.

7. You now will explain the self-assessment form they would use if there were more time. "We won't have time to do this today, but if we did, you would fill out a self-assessment of your work. Look at Handout #14. On this paper, you give your opinion on how well you think you practiced the skills I evaluated. You can take time now to think about your work, but you don't need to fill this out." Ask if there are any questions.

Segue: "Now that you've completed the lesson, let's take a step back and look at what we did, both as a student and through a teacher's lens. We're going to do some reflection to relate our lesson simulation to EFF."

Activity: Lesson Plan Simulation Reflection

Time: 10 minutes

Purpose: To help learners reflect on the lesson they just practiced and identify and the EFF Standards and other Framework components of that lesson.

Format: Group discussion led by the facilitator

Materials: Overhead Projector
H#15/OV#8: Using the EFF Content Standards in the Classroom: Group Reflection
R#2: Answer Sheet for Using the EFF Content Standards in the Classroom: Group Reflection

Special Facilitation Notes:

Included in this Facilitator's Guide on page R#2 is a sample answer sheet for "Using the EFF Content Standards in the Classroom: Group Reflection." Do not use this as an overhead. Participants will generate answers. Use this to help guide participants' responses and give answers when they do not. You can refer to your reference sample form with answers as participants give responses.

Description:

1. Tell learners they will now reflect on the lesson they did both from a student's and a teacher's perspective. Talking points:

   "Now that you've had practice with an EFF lesson, we'll take some time to look closely at one of the Standards that the teacher assessed. We'll do this together on the overhead projector. However, look at Handout #15 and you can fill in the chart as we go along. Filling in the chart will make this a good reference tool for you in the future as you learn and practice EFF."

2. Place OV #8 on the projector, which has the Standard "Cooperate with Others." Explain the directions. Then, ask participants to generate answers to the two questions on the form: "What does this look like?" and "How did the teacher reinforce this?" Give an example to demonstrate. Talking points:

   "Let me help you with the first one. We look at the Standard "Cooperate with Others," and one of its components is, "Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions." As a student, what did that look like during your lesson? (Pause to

give participants a chance to answer) For example, you had to listen to and respect each group member's ideas for a solution. That would be one way this component of the Standard was demonstrated during the lesson.

"Now look at the second column, which says at the top, "How did the teacher reinforce this?" For this column, you need to put on your teacher's hat. What advance planning might the teacher have done to ensure that this component was practiced in the lesson? (Pause to give people a chance to answer.) One answer might be that the teacher wanted everyone in the group to have a role, ranging from recorder to presenter, etc. By doing that, group members had to listen to and interact with each other in a courteous and respectful manner."

Write in participants' answers on the overhead as you go along. Aim for at least one answer under each area. However, mention to them that lessons can't and won't always address every component of a certain Standard.

Segue: "Now that you've practiced an EFF lesson, you're ready to design your own, which is what we'll do in the next activity."

Activity: Lesson Plan Design

Time: 50 minutes

Purpose: To design a lesson incorporating specific curriculum objectives and EFF Standards. Select standards to focus on for a lesson/project, given ESL curriculum objectives.

Format: Small Groups of 3 to 4 participants each, divided by levels that they teach: Beginning, High Beginning, Intermediate, or Advanced

Materials: OV#9: Sample EFF Lesson Plan Worksheet
H #16: EFF Lesson Plan Worksheet and Objectives

Special Facilitation Notes:

Description:

1. Explain to participants that they'll now have a chance to design a lesson that uses EFF Standards, Common Activities, and Roles. They must first gather in groups of three to four according to the level that they teach. Students should group according to the following levels: Beginning, High Beginning, Intermediate, and Advanced. (5 minutes)

2. Refer participants to Handout #16 in the Participant's Materials. This is what they'll use to complete the exercise. Tell them they can also refer to "An EFF Friendly Lesson" from their Background Reading to help them.

3. You should review the sample EFF lesson on OV #9 and point out the parts they need to complete. Read the answers provided to demonstrate what they'll be doing. (5 minutes)

4. Explain to participants how to use their Lesson Plan Worksheet. Talking points:

   "You have in your handouts a Lesson Planning Worksheet along with a corresponding page that says "EFF Lesson Plan Worksheet Objectives." On that page, find the level you and your group members teach. Use the curriculum unit and objective listed with your level to design your lesson. Make sure to write that unit and objective on your worksheet, since it's different for each level."

5. Ask group members to now fill in their worksheets with their own lesson plan. Tell them to use the EFF book (if available, one per table) and the EFF Content Framework reference sheet for help. Also, ask groups to assign a recorder, leader, timekeeper, and presenter in the same way they did during the lesson simulation. If

there is extra time, you can copy the Lesson Plan Worksheet onto a transparency and have groups review their lesson on an overhead during the presentation. (20 minutes)

6. Give each group 5 minutes to share their lesson plan with the class (20 minutes)

Segue: Say, "OK, you have one last step before you take EFF into the classroom. Let's get ready for our wrap up."

Activity: Plan of Action Worksheet and Wrap-Up

Time: 20 min

Purpose: To give participants time to make a plan for putting what they learned today into action when they return to their schools and classrooms.

Format: Facilitator lead then Individual planning time

Materials: H#17: My Action Plan for Equipped for the Future
H#18: Tips for Making Your Classroom EFF Friendly
H#19/OV#10: What Did You Do in Class Today
H#20: Evaluation form

Special Facilitation Notes:

Description:

1. Talking points:
   "Now you've seen it on video, experienced an EFF lesson as "students", and planned a model lesson plan with your fellow colleagues. But even with this workshop, you may not have a sense of what you can do right away, when you get back to your school. Building a curriculum of EFF lessons may take time. However, making your classroom EFF Friendly can happen overnight. Using the handout with tips for Making Yourself and Your Classroom EFF Friendly--that lists 12 easy ways to begin to transform your classroom into an EFF Friendly classroom—I'd like you to choose several things that you can begin to do right away and write them on your Plan of Action."

   "But! Before you do that let me ask you these questions (by the way, this is a good wrap up idea for your EFF lessons as well)."

2. Show OV#10 and run through the questions. Have participants answer in unison in response to today's workshop. Ask participants to give examples if there is time.

   Refer participants to the bibliography and other sources of information including web sites for more information. Thank participants for coming. Again, suggest they fill out their Plan of Action before leaving, and kindly ask them to fill out the evaluation form.

OVERHEADS FOR FACILITATOR

- Overhead #1: Workshop Objectives
- OV #2: Agenda
- OV #3: EFF Content Framework (blank)
- OV #4: EFF Skills Wheel
- OV #5: Picture of Angie Felix's Class
- OV #6: Group Roles (Description)
- OV #7: Student Assessment/Evaluation Chart
- OV #8: Using the EFF Content Standards in the Classroom: Group Reflection
- OV #9: Sample EFF Lesson Plan Worksheet
- OV #10: What Did You Do in English Class

Equipped for the Future

Lessons Planning
for the Adult ESL Classroom

Workshop Objectives

After this session, you will be able to:

- ✓ Understand how the EFF standards can enhance ESL lesson objectives.
- ✓ Identify the EFF Standards and other Framework Components in an ESL lesson.
- ✓ Select Standards to focus on for a lesson/project, given ESL curriculum objectives.
- ✓ Design a lesson incorporating specific curriculum objectives and EFF Standards.

Equipped for the Future:

Lesson Planning for the Adult ESL Classroom

AGENDA

- Welcome and introductions
- EFF Standards and Framework
- Background reading and discussion
- Video and feedback form
- EFF lesson simulation
- Break
- Lesson plan design and worksheet
- EFF "Plan of Action" worksheet
- Workshop evaluation

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE 4 PURPOSES

Access

Voice

Independent Action

Bridge to the Future

ACCOMPLISH THESE COMMON ACTIVITIES

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills

Decision-Making Skills

Interpersonal Skills

Lifelong Learning Skills

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

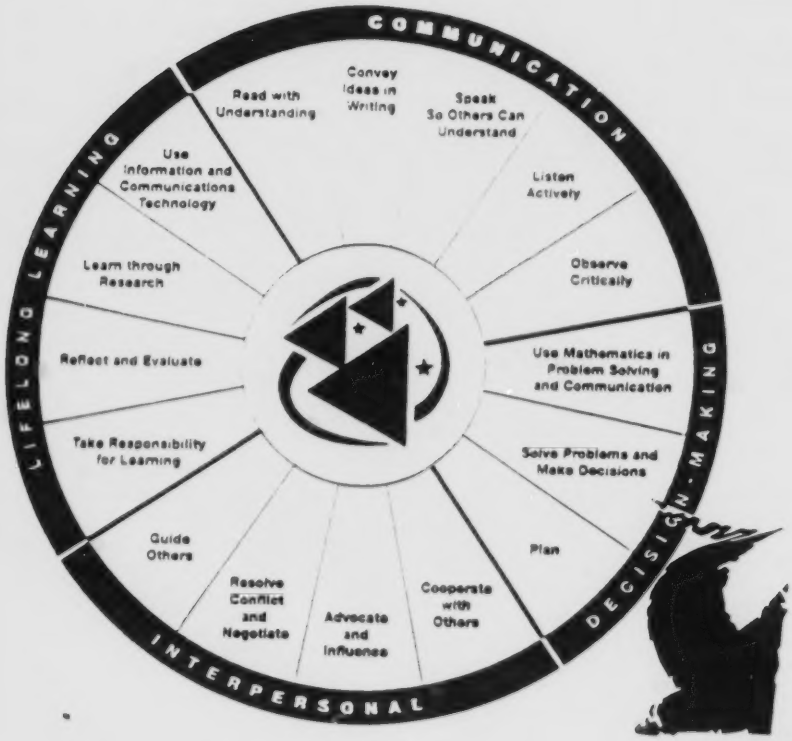
- How We Grow and Develop
- How Groups and Teams Work
- How Systems Work
- Rights and Responsibilities
- Culture, Values, and Ethics
- How the Past Shapes the World We Live In

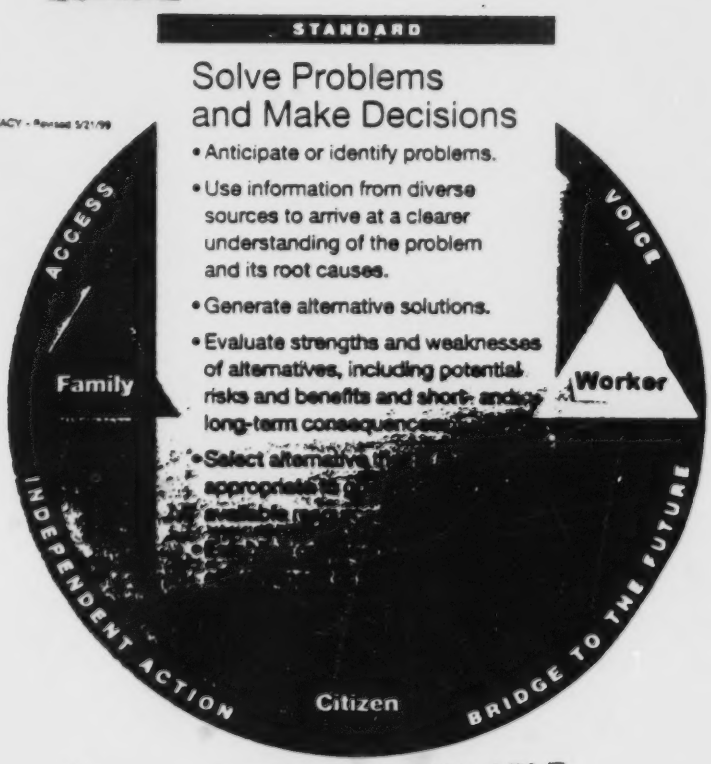
The Role Maps

Equipped for the future

OV #3

Equipped for the Future Standards for Adult Performance




STANDARD
Solve Problems and Make Decisions
• Anticipate or identify problems.
• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
• Generate alternative solutions.
• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

NATIONAL INSTITUTE FOR LITERACY - Revised 5/21/99

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GROUP ROLES

LEADER: Will lead the reading discussion after the silent reading, clarify questions, and guide the group. Will also guide the group in the writing activity.

WRITER/RECORDER: Will take notes during the discussion, summarize main ideas and important points, and help in editing final written report before presentation.

PRESENTER/REPORTER: Will present the group's final report orally, but after the writer has edited/finalized the group's outline.

TIMEKEEPER: Will manage the time and continually remind the group of the time limits of each activity.

STUDENT ASSESSMENT/EVALUATION CHART

Name	Cooperate with Others	Learn through Research	Solve Problems and Make Decisions
Scale: 1-unable 2-limited 3-able 4- proficient U-Unable to observe skill			

eff/obscht

Using the EFF Content Standards in the Classroom:Group Reflection

Directions: Think about "Eduardo's Secret," the EFF lesson plan in which you just participated. As you know, the "teacher" focused on and evaluated three EFF Standards (listed below) during this lesson. Also listed below are the components of each Standard. Think about how you as the student practiced each Standard and its components during the lesson. Write answers beside the question, "What does this look like?" Then in the second column, write down your observations about how the teaching activities and strategies reinforced these Standards. Your facilitator will lead a discussion about the answers.

EFF Standard: Cooperate with Others.		**How did the teacher reinforce this?**
Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions.		
What does this look like?		
Seek input from others in order to understand their actions and reactions.		
What does this look like?		
Offer clear input on own interests and attitudes so others can understand one's actions and reactions.		
What does this look like?		
Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.		
What does this look like?		

EFF LESSON PLAN WORKSHEET

Group Members:_____

Level: Advanced

Lesson Objective: Media. Given news items from print and radio or TV, learners will be able to compare differences in the coverage of information.

Many lessons enable students to practice all or almost all of the language skills. However, what language skill will students practice in this lesson that you can observe and evaluate?

Speaking Listening Reading Writing

Fill out the chart below after you consider the following questions: What EFF Standards are appropriate for the objective that you can observe and evaluate? Which Components of those standards can the students practice and the teacher assess? What Common Activities will students use in the lesson? Focus on three.

Standard	Standard Components	Common Activities
Speak so others understand	Organize and relay information to effectively serve the purpose, context, and listener	Gather, analyze, and use information Work together
Listen actively	Attend to oral information Monitor comprehension	Same as above
Observe critically	Attend to visual sources of information, including TV and other media Analyze the accuracy, bias, and usefulness of the information	Same as above

Estimated time: 90 minutes

Materials needed: 1. Enough copies of the Washington Post or any large daily newspaper for each small group that will form within the class. Teachers could also use copies of a news magazine such as Newsweek or Time. 2. A 10 minute clip of a recent TV news program which a teacher can videotape.

STAGES OF THE LESSON

Warm up: Teacher raises the following questions: How do TV and newspapers cover news differently? How are their stories the same same? How is TV news in the U.S. different from TV news in their home countries? How is newspaper coverage different in students' home countries compared with the U.S.? Students discuss these questions for 10 minutes in small groups, followed by a 5 minute class discussion (15 minutes total)

Ideally, students will have already done a short reading in a previous class that introduced the topic of studying the media.

Presentation: Teacher tells students that they will watch a recent 10 minute news clip from a major TV network. Ideally, this 10 minute clip will show two or three stories. Then, students have 10 minutes in their small groups to look through their newspaper and note how the news is presented.

The teacher encourages students to look for differences such as: length of stories (time for each story on TV, length of space for each story in newspapers), photos/visuals that are used, people who are interviewed for the story, headlines, and words that are chosen. Students should take notes as they watch the 10 minute clip and as they flip through the newspaper. (20 minutes total)

Practice: After watching the video and looking through the newspaper, students have 15 minutes to share their comparisons with their small group. It is at this point that the teacher will walk around and observe students speaking, and evaluate them for the standard components and common activities. (15 minutes)

Application: Each group must come up with a summary of their observations, and one group member will read this summary to the class. Groups should choose a notetaker and a presenter. Each group should point out three key comparisons. After the presentations by each group, the teacher helps facilitate a class discussion about the observations. (30 minutes)

Evaluation: The teacher will ask how this kind of study of the news will change the way they look at the news. Students should write down their answers and share them with their group. Students may say things such as, "I realize how the news we watch is influenced by the owners of the newspaper/TV stations" or "I now know that TV news operates under very different circumstances than newspapers, so their stories are very different." (10 minutes)

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WHAT DID YOU DO IN ENGLISH CLASS?

Did you.....

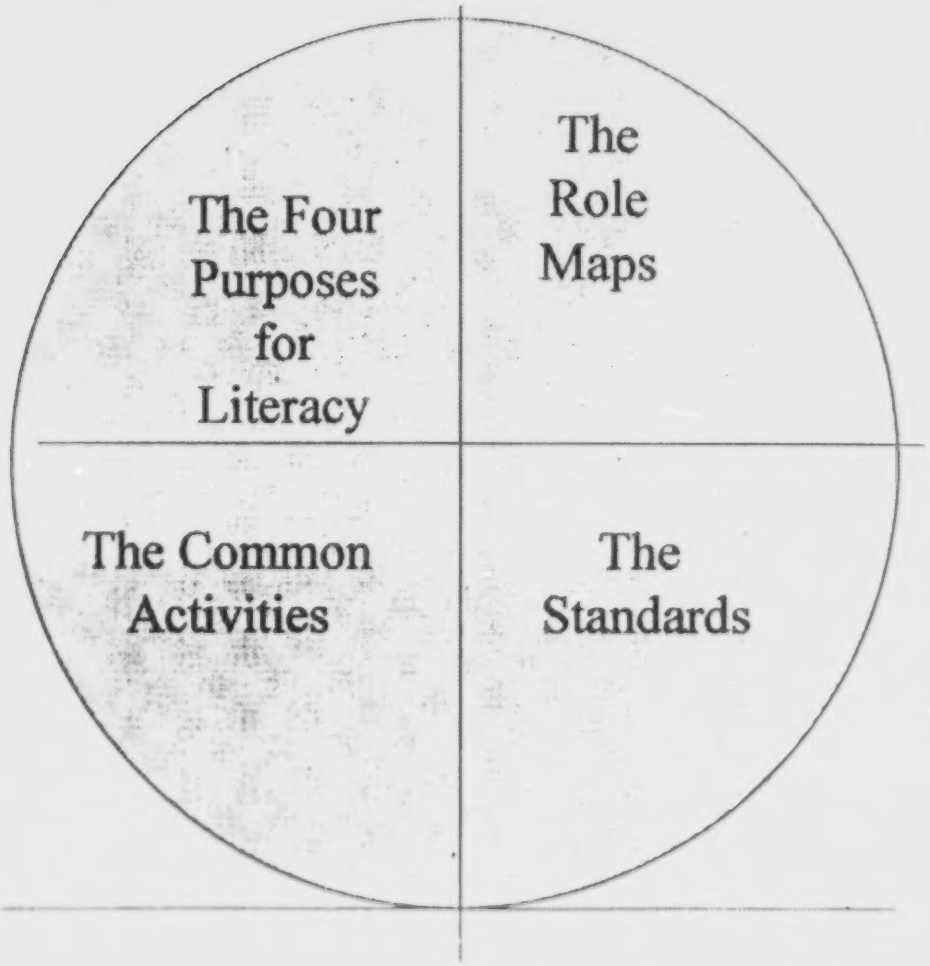
Read?
Write?
Speak?
Listen?
Work together?
Cooperate and help each other?
Share your ideas?
Plan?
Get, evaluate, and use information?
Use resources?
Solve problems?
Learn new skills?
Think about your learning?
Use technology?
Other?

REFERENCE MATERIALS FOR FACILITATOR

- Reference #1: EFF Warm-up Game Wheel
- R #2: Using the EFF Content Standards in the Classroom: Group Reflection (with answers filled in)

<u>Handouts for Lesson Simulation</u>

- R #3: Group Roles
- R #4: Eduardo's Secret
- R #5: Discussion Questions
- R #6: Problem Solving and Group Decision Making Worksheet
- R #7: Frequently Asked Questions
- R #8: Alcoholism (A Sobering Look)



R #1

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R#2

Using the EFF Content Standards in the Classroom:Group Reflection

Directions: Think about "Eduardo's Secret," the EFF lesson plan in which you just participated. As you know, the "teacher" focused on and evaluated three EFF Standards (listed below) during this lesson. Also listed below are the components of each Standard. Think about how you as the student practiced each Standard and its components during the lesson. Write answers beside the question, "What does this look like?" Then in the second column, write down your observations about how the teaching activities and strategies reinforced these Standards. Your facilitator will lead a discussion about the answers.

EFF Standard: Cooperate with Others.		**How did the teacher reinforce this?**
Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions.		
What does this look like?	-We had to listen to and respect each group member's ideas for a solution	-The teacher sees to it that each group member has a role, so everyone is contributing. Then, group members must follow directions from the other members.
Seek input from others in order to understand their actions and reactions.		
What does this look like?	-The Leader guided the group discussion to make sure everyone had a chance to give their opinion. -We heard and solicited each group member's opinion to help develop a good solution.	-On the self-evaluation form students fill out after this activity, students must note if they considered others opinions when coming up with solutions and a final decision.
Offer clear input on own interests and attitudes so others can understand one's actions and reactions.		
What does this look like?	-Everyone contributed ideas on how Eduardo's family and friends should handle the situation.	-Teacher expects all students to make a contribution to the group work and voice their opinion.
Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.		
What does this look like?	-We had to negotiate a best solution. We had to compromise and try to understand the good ideas that others had raised.	-This activity pushes students to come up with a final solution. Since it's unlikely that everyone will agree easily, it's almost inevitable that students will have to practice this Standard component.

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Picture of ESL teacher Angie Felix's class using an EFF lesson

Arlington Education and Employment Program

Arlington, Virginia

GROUP ROLES

LEADER: Will lead the reading discussion after the silent reading, clarify questions, and guide the group. Will also guide the group in the writing activity.

WRITER/RECORDER: Will take notes during the discussion, summarize main ideas and important points, and help in editing final written report before presentation.

PRESENTER/REPORTER: Will present the group's final report orally, but after the writer has edited/finalized the group's outline.

TIMEKEEPER: Will manage the time and continually remind the group of the time limits of each activity.

Eduardo's Secret

Eduardo Marquez immigrated to the United States from Costa Rica five years ago with his wife, Clarissa, and two children (ages 7 and 9). In Costa Rica, Eduardo was a Chief Engineer at a big engineering company. He had a nice house, a housekeeper, and a live-in baby sitter.

He thought his master's degree in engineering would help him get a job in the U.S. But, after a few weeks of looking for a job, he realized that he would need a license to be an engineer. Also, he realized his English was not good enough for this kind of job interview.

Eduardo was anxious because he had a family to take care of, and he needed to get a job to pay the rent, and other bills. He called his old friend Pedro, and Pedro said "why don't you work with me as a handyman?" He took the job, but hated it. He felt the job was beneath him and this made him feel very sad about his situation. To feel better, he began drinking a beer or two at the end of the day. Then after a couple months, he needed to have a drink in the morning, during the day, and many more at night.

Because Clarissa left to go to work in the morning before her husband, she didn't know about her husband's increased drinking. But, after a couple months, she noticed changes. He always wanted to be alone, and he was very depressed. . He seemed angry with her and the children. Sometimes he was abusive to them. He changed so much since they left Costa Rica, and Clarissa didn't like it. She thought that maybe he was having problems at work. Then, she saw empty bottles of beer and liquor in the trash can. She wanted to talk to him, but she was too scared to say anything.

In the meantime, Pedro, Eduardo's long-time friend and co-worker, began to notice Eduardo's mood changes. He also noticed that Eduardo started coming late to work. There was one day when he never came. Soon, Pedro received complaints from customers about Eduardo's poor work. Then, one morning, Pedro smelled liquor on Eduardo's breath. He talked to Eduardo about it, but Eduardo denied that he was drinking.

Pedro was very concerned about his friend. Drinking was not permitted on the job, and if the manager knew about it, Eduardo would be fired. He wanted to help him before the situation got worse. **What should Pedro do?**

Eduardo's Secret

Comprehension Questions

Answer and discuss the following questions with your group. The WRITER should take notes of the responses. ONE PER GROUP

1. What did Eduardo study in Costa Rica?
2. Why was it difficult for Eduardo to get a good job in the U.S.? Explain.
3. How did Eduardo find a job?
4. What does a handyman do?
5. Why did Eduardo hate his job?
6. Why did he start drinking? What are some others reasons why people become addicted to alcohol?
7. When did Eduardo's wife find out about her husband's problem? What did she do?
8. How did Pedro feel about his friend's drinking problem? Why was Pedro afraid?

Problem Solving and Group Decision Making Worksheet

With your group, prepare an OUTLINE, using this format. Then write the outline on large paper to present to the class. ONE PER GROUP

I. THE PROBLEM _____

II. POSSIBLE SOLUTIONS

1. Alternative #1 _____

   Advantages: _____

   Disadvantages: _____

2. Alternative #2 _____

   Advantages: _____

   Disadvantages: _____

III. Conclusion (Group Decision)

Alternative #_____

Why? _____

Frequently Asked Questions about ALCOHOLISM

What is Alcoholism?

It is a type of drug dependence. There is both physical and psychological dependence with this addiction. There is physical dependence when the body is affected by irritation of the gastro-intestinal tract, causing nausea and vomiting. It also causes nutritional deficiencies when vitamins are not absorbed by the body. There is psychological dependence when alcohol affects the central nervous system acting as a depressant and resulting in anxiety, tension, etc.

What are the symptoms of Alcoholism?

Symptoms include: neglect of other activities such as important social and occupational activities; alcohol is consumed in larger amounts over a longer period than intended; unsuccessful efforts to cut down or control alcohol consumption; withdrawal symptoms such as nausea, sweating, shakiness, and anxiety when alcohol is stopped; the need to increase amounts of alcohol in order to feel its effects; solitary drinking; episodes of violence associated with drinking; unexplained mood swings; behavioral problems such as absenteeism or tardiness at work; neglect of physical appearance; neglect of food intake; hostility when confronted; memory loss; shaking in the morning; interference with social and family responsibilities, etc.

What are some treatments for Alcoholism?

Some treatments include: it begins with recognition and acceptance of the problem; total abstinence from alcohol; detoxification (alcohol is withdrawn under a controlled, supervised setting) as a first step; alcohol rehabilitation programs with counseling, nursing and medical care; education about the disease of alcoholism; Alcoholics Anonymous (a self-help group of recovering alcoholics that offers emotional support and a model of abstinence for people recovering from alcohol dependence).

What are some immediate things a person can do to help an alcoholic?

Call your health care provider; go to the emergency room of the hospital or clinic; or call the local emergency number (such as 911) in cases of severe bleeding, seizures, or other health problems in a person suspected of having alcohol dependence.

SOURCES: Screening for Mental Health, Inc., National Institute on Alcohol Abuse and Alcoholism; and the World Health Organization.

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Alcoholism and Alcohol-Related Problems

A SOBERING LOOK

- **Alcohol, the most widely used psychoactive drug in the United States, has unique pharmacological effects on the person drinking it** *(Substance Abuse and Mental Health Services Administration (SAMHSA), National Household Survey on Drug Abuse: Main Findings 1992, US Department of Health and Human Services (USDHHS), 1/95, p.2; National Institute of Alcohol Abuse and Alcoholism (NIAAA), Eighth Special Report to US Congress on Alcohol and Health, 9/93, p. 129).*

- **Alcohol contributes to 100,000 deaths annually, making it the third leading cause of preventable mortality in the US, after tobacco and diet/activity patterns** *(J McGinnis & W Foege, "Actual Causes of Death in the United States," Journal of the American Medical Association (JAMA), Vol. 270, No. 18, 11/10/93, p. 2208).*

- **Among 9,484 deaths attributed to non-medical use of other drugs in 1996, 37% also involved alcohol** *(SAMHSA, Annual Medical Examiner Data 1996, 7/98, p. iii).*

- **More than seven percent of the population ages 18 years and older--nearly 13.8 million Americans--have problems with drinking, including 8.1 million people who are alcoholic. Almost three times as many men (9.8 million) as women (3.9 million) are problem drinkers, and prevalence is highest for both sexes in the 18-to-29-years-old age group** *(NIAAA, Alcohol Health & Research World (AHRW), Vol. 18, No. 3, 1994, pp. 243, 245).*

- **About 43% of US adults--76 million people--have been exposed to alcoholism in the family: they grew up with or married an alcoholic or a problem drinker or had a blood relative who was ever an alcoholic or problem drinker** *(National Center For Health Statistics (NCHS), Advance Data, USDHHS, No. 205, 9/30/91, p. 1).*

- **62% of high school seniors report that they have been drunk; 31% say that have had five or more drinks in a row during the last two weeks** *(LD Johnston, et.al., Monitoring the Future Study, Institute for Social Research, University of Michigan, 12/99). [For more information, see NCADD's "Youth, Alcohol and Other Drugs" facts.]*

- **People who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin at age 21** *(NIAAA news release, 1/14/98).*

- **From 1985 to 1992, the economic costs of alcoholism and alcohol-related problems rose 42% to $148 billion. Two-thirds of the costs related to lost productivity, either due to alcohol-related illness (45.7%) or premature death (21.2%). Most of the remaining costs were in the form of health care expenditures to treat alcohol use disorders and the medical consquences of alcohol consumption (12.7%), property and administrative costs of alcohol-related motor vehicle crashes (9.2%), and various additional costs of alcohol-related crime (8.6%). Based on inflation and population growth, the estimated costs for 1995 total $166.5 billion** *(NIAAA, news release, 5/13/98).*

- **Nearly one-fourth of all persons admitted to general hospitals have alcohol problems or are undiagnosed alcoholics being treated for the consequences of their drinking** *(NIAAA*

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Winter 2000

Arlington Education and Employment Program

Equipped for the Future: Lesson Planning for the Adult ESL Classroom Participant's Guide

Prepared by
Mary Kay Alegre, Inaam Mansoor, Donna Moss, and Vanessa Phillips

Equipped for the Future is an initiative of the National Institute for Literacy

This document was produced under special project funds from the Virginia Department of Education, Office of Adult Education and Literacy. It reflects the REEP Program's interpretation of the EFF framework and its relevance to adult ESL programming. It is not an official EFF document.

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Equipped for the Future

Lessons Planning for the Adult ESL Classroom

Workshop Objectives

After this session, you will be able to:

- ✓ Understand how the EFF standards can enhance ESL lesson objectives.
- ✓ Identify the EFF Standards and other Framework Components in an ESL lesson.
- ✓ Select Standards to focus on for a lesson/project, given ESL curriculum objectives.
- ✓ Design a lesson incorporating specific curriculum objectives and EFF Standards.

Equipped for the Future:

Lesson Planning for the Adult ESL Classroom

AGENDA

- Welcome and introductions
- EFF Standards and Framework
- Background reading and discussion
- Video and feedback form
- EFF lesson simulation
- Break
- Lesson plan design and worksheet
- EFF "Plan of Action" worksheet
- Workshop evaluation

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE 4 PURPOSES

Access
To information so adults can orient themselves in the world

Voice
To be able to express ideas and opinions with the confidence they will be heard and taken into account

Independent Action
To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others

Bridge to the Future
Learn how to learn so adults can keep up with the world as it changes

ACCOMPLISH THESE COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills
- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-Making Skills
- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills
- Cooperate With Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills
- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

- How We Grow and Develop
- How Groups and Teams Work
- How Systems Work
- Rights and Responsibilities
- Culture, Values, and Ethics
- How the Past Shapes the World We Live In

The Role Maps

- Parents/family member
- Citizens/community member
- Worker

Equipped for the future

Handout #3A

EFF Content Standards for Adult Literacy and Lifelong Learning

Skill Descriptions for Content Standards

revised May 1999

Adults need to be able to apply the following skills in carrying out their roles as citizens, family members, and workers:

EFF Communication Skills	
Read With Understanding	• Determine the reading purpose; • select reading strategies appropriate to the purpose; • monitor comprehension and adjust reading strategies; • analyze the information and reflect on its underlying menaing; • integrate it with prior knowledge to address reading purpose.
Convey Ideas In Writing	• Determine the purpose for communicating; • organize and present information to serve the purpose, context, and audience; • pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension • seek feedback and revise to enhance the effectiveness of the communication
Speak So Others Can Understand	• Determine the purpose for communicating; • organize and relay information to effectively serve the purpose, context, and listener; • pay attention to conventions of oral English communication, including g.ammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension; • use multiple strategies to monitor the effectiveness of the communication.
Listen Actively	• Attend to oral information; • clarify purpose for listening and use listening strategies appropriate to that purpose; • monitor comprehension, adjusting listening strategies to overcome barriers to comprehension; • integrate information from listening with prior knowledge to address listening purpose.
Observe Critically	• Attend to visual sources of information, including television and other media; • determine the purpose for observation and use strategies appropriate to the purpose; • monitor comprehension and adjust strategies; • analyze the accuracy, bias, and usefulness of the information; • integrate it with prior knowledge to address viewing purpose.

EFF Decision-Making Skills	
Use Math to Solve Problems and Communicate	• Understand, interpret, and work with pictures, numbers, and symbolic information; • apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension; • define and select data to be used in solving the problem; • determine the degree of precision required by the situation; • solve problem using appropriate quantitative procedures and verify that the results are reasonable; • communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.
Solve Problems and Make Decisions	• Anticipate or identify problems; • use information from diverse sources to arrive at a clearer understanding of the problem and its root causes; • generate alternative solutions; • evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences; • select alternative that is most appropriate to goal, context, and available resources; • establish criteria for evaluating effectiveness of solution or decision.
Plan	• Set and prioritize goals; • develop an organized approach of activities and objectives; • actively carry out the plan; • monitor the plan's progress while considering any need to adjust the plan; • evaluate its effectiveness in achieving the goals.

EFF Interpersonal Skills	
Cooperate with Others	• Interact with others in ways that are friendly, courteous, and tactful, and that demonstrate respect for others' ideas, opinions, and contributions; • seek input from others in order understand their actions and reactions; • offer clear input on own interests and attitudes so others can understand one's actions and reactions; • try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.
Advocate and Influence	• Define what one is trying to achieve; • assess interests, resources, and the potential for success; • gather facts and supporting information to build a case that takes into account the interests and attitudes of others; • present a clear case, using a strategy that takes into account purpose and audience; • revise, as necessary, in response to feedback.

Resolve Conflict and Negotiate	• Acknowledge that there is a conflict; • identify areas of agreement and disagreement; • generate options for resolving conflict that have a "win/win" • engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all; • evaluate results of efforts and revise approach as necessary.
Guide Others	• Assess the needs of others and one's own ability to assist; • use strategies for providing guidance that take into account the goals, task, context, and learning styles of others; • arrange opportunities for learning that build on learner's strengths, • seek feedback on the usefulness and results of the assistance.

EFF Lifelong Learning Skills

Take Responsibility for Learning	• Establish learning goals that are based on an understanding of one's own current and future learning needs; • identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner; • become familiar with a range of learning strategies to acquire or retain knowledge; • identify and use strategies appropriate to goals, task, context, and the resources available for learning; • monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals; • test out new learning in real-life applications.
Reflect and Evaluate	• Take stock of where one is: assess what one knows already and the relevance of that knowledge; • make inferences, predictions, or judgments based on one's reflections.
Learn Through Research	• Pose a question to be answered or make a prediction about objects or events; • use multiple lines of inquiry to collect information; • organize, evaluate, analyze, and interpret findings.
Use Information and Communications Technology	• Use computers and other electronic tools to acquire, process, and manage information; • use electronic tools to learn and practice skills; • use the Internet to explore topics and gather information.

Handout #3C

PARENT/ FAMILY MEMBER ROLE MAP

Effective family members contribute to building and maintaining a strong family system that promotes growth and development.

Promote Family Members' Growth and Development

- Make and pursue plans for self-improvement.
- Guide and mentor other family members.
- Foster informal education of children.
- Support children's formal education.
- Direct and discipline children.

Meet Family Needs and Responsibilities

- Provide for safety and physical needs.
- Manage family resources.
- Balance priorities to meet multiple needs and responsibilities.
- Give and receive support outside the immediate family.

Strengthen the Family System

- Create a vision for the family and work to achieve it.
- Promote values, ethics, and cultural heritage within the family.
- Form and maintain supportive family relationships.
- Provide opportunities for each family member to experience success.
- Encourage open communication among the generations.

CITIZEN/ COMMUNITY MEMBER ROLE MAP

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

Become and Stay Informed

- Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others.
- Recognize and understand human, legal, and civic rights and responsibilities, for yourself and others.
- Figure out how the system that affects an issue works.
- Identify how to have an impact and recognize that individuals can make a difference.
- Find, interpret, analyze, and use diverse sources of information, including personal experience.

Work Together

- Get involved in the community and get others involved.
- Respect others and work to eliminate discrimination and prejudice.
- Define common values, visions, and goals.
- Manage and resolve conflict.
- Participate in group processes and decision making.

Form and Express Opinions and Ideas

- Strengthen and express sense of self that reflects personal history, values, beliefs, and roles in the larger community.
- Learn from others' experiences and ideas
- Communicate so that others understand.
- Reflect on and reevaluate your own opinions and ideas.

Take Action to Strengthen Communities

- Help yourself and others.
- Educate others.
- Influence decision makers and hold them accountable.
- Provide leadership within the community.

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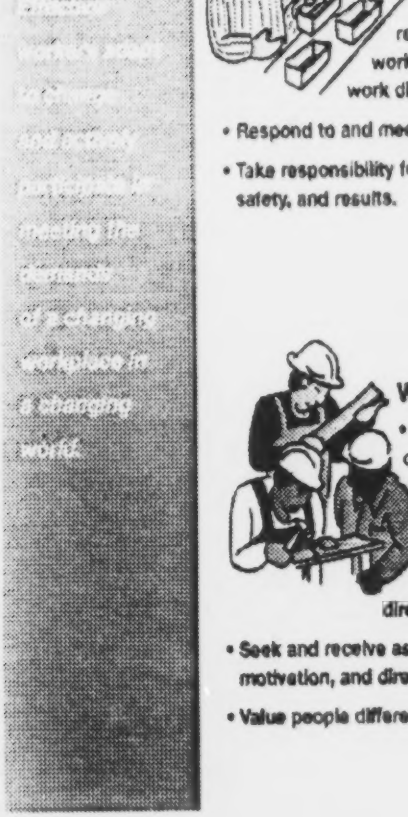

Do the Work

- Organize, plan, and prioritize work.
- Use technology, resources, and other work tools to put ideas and work directions into action.
- Respond to and meet new work challenges.
- Take responsibility for assuring work quality, safety, and results.

Work Within the Big Picture

- Work within organizational norms.
- Respect organizational goals, performance, and structure to guide work activities.
- Balance individual role and needs with those of the organization.
- Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices.

Work With Others

- Communicate with others inside and outside the organization.
- Give assistance, motivation, and direction.
- Seek and receive assistance, support, motivation, and direction.
- Value people different than yourself.

Plan and Direct Personal and Professional Growth

- Balance and support work, career, and personal needs.
- Pursue work activities that provide personal satisfaction and meaning.
- Plan, renew, and pursue personal and career goals.
- Learn new skills.

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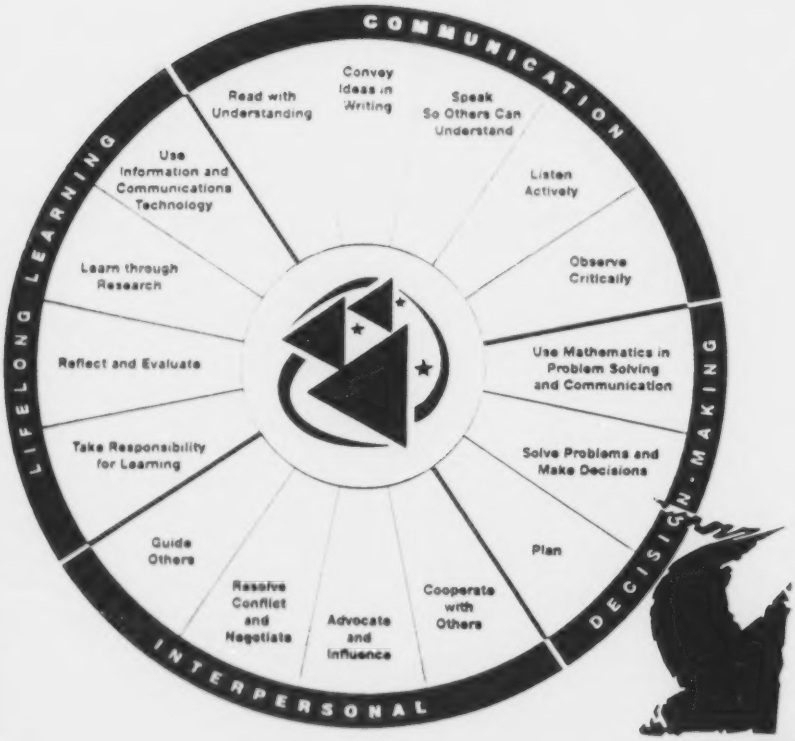
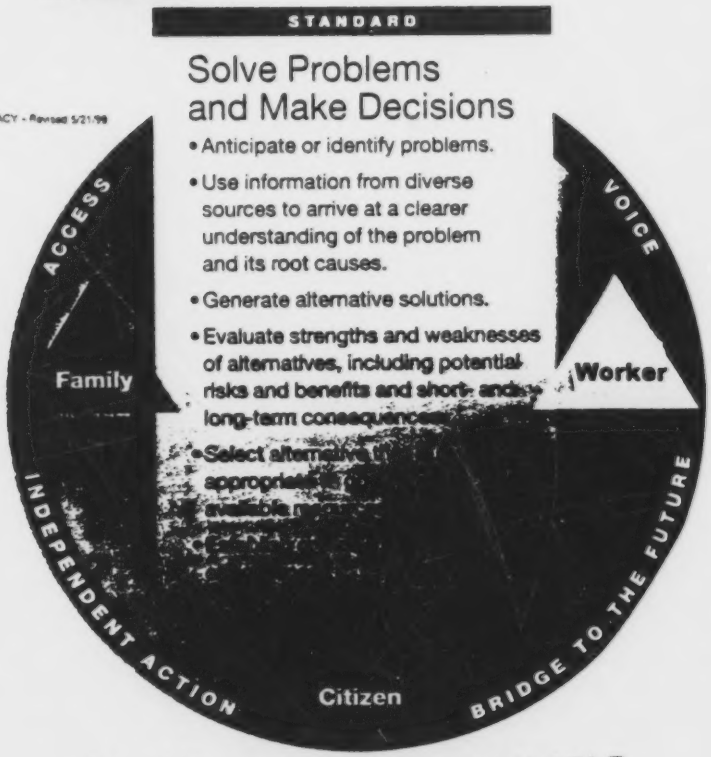
Equipped for the Future Standards for Adult Performance

OV #4 Handout #4



NATIONAL INSTITUTE FOR LITERACY - Revised 5/21/98


STANDARD
Solve Problems and Make Decisions
• Anticipate or identify problems.
• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
• Generate alternative solutions.
• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
• Select alternatives appropriate
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

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Background Reading

EFF Lessons in the ESL Classroom

Newcomers to the United States may face one of their greatest challenges as they begin to navigate a complex, information-based society. English skills alone are not enough. Now more than ever, teachers of ESL can best serve students by teaching lessons that emphasize communication skills, but just as importantly, other skills they need in order to be effective at work and in other aspects of their lives. The 21st Century Workforce Commission challenges adult educators to move learners to a new level of literacy:

> *The current and future health of America's 21st Century economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.*

But how can we put into words the skills most necessary for an adult in society today, and how do we teach those skills in the classroom? The National Institute for Literacy (NIFL) took on the challenge of finding the answer to that question. After years of research, and the participation of hundreds of teachers and adult learners, NIFL developed the Equipped for the Future Content Framework and Standards. The Standards reflect a broad consensus of adult learners' purposes for learning and what skills can help them achieve their goals as workers, members of families and communities. By studying the framework and standards, ESL teachers can design lessons that help students achieve their language goals, and help them fulfill other purposes for learning.

What Makes a Good EFF Lesson?

A quality lesson has certain characteristics as described by NIFL.

More specifically, quality lessons put topics into a broader context. They are thematic units and students often work on a project related to the theme. To build such a lesson the teacher with his/her students 1) identify an issue, problem or idea that is relevant and meaningful; 2) identify and develop resources for problem solving; 3) research and investigate the issue or problem; 4) create a product, process or event for an authentic audience."

To go a step further, and to tie the lesson plan directly to the EFF Framework and Standards, NIFL developed a guide for teachers for developing an EFF "Friendly" Lesson.

AN EFF FRIENDLY LESSON

A. *Coherent and tied to the Four Purposes (Access, Voice, Independent Action & Bridge to the Future).* They provide evidence that the lesson is part of a larger context.

B. *Relevant.* The focus is on a "hot topic," issue, or idea that is connected to the goals of the students. In other words, the lesson will talk about things that matter in their lives.

C. *Connected to the three roles (worker, parent/family member, community member).* There will be evidence that application addresses at least one of the three primary roles. Common Activities used as themes connect the lesson to all three roles.

D. *Standards-based*.* The lesson addresses one or more of the EFF Standards, demonstrating development and application of skills.

E. *Community-centered.* The lesson aims to build a community within the learning relationship, the home, work place or neighborhood, increasing opportunities to interact, receive feedback and learn.

F. *Assessed appropriately.* Evaluation incorporates a variety of assessment procedures and methods, including student portfolios, self-assessment instruments, observation, interviews and appropriate standardized tests. Assessments are aligned with goals and provide frequent, regular opportunities for feedback and revision (formative assessment) as well as summative assessment.

An EFF Friendly lesson was developed for Equipped for the Future. Equipped for the Future is an initiative of the National Institute for Literacy.

What EFF Looks Like in the ESL Classroom

Building a quality lesson as described above takes a certain amount of perseverance and thoughtfulness. As you plan, keep in mind the critical point in the development process--the big picture. By using the Standards to design lessons, you are intentionally giving adults what they have reported they need to know. Next, you are instructing them within the context of their real lives as adults with multiple roles and responsibilities—responsibilities to themselves, their community, their family and their work.

Because this is an intentional approach, you can start teaching the Standards by discussing them. When you begin a new thematic unit, or project, discuss both the language and the non-language skills that can be practiced. Allow students to talk about the importance of these skills and how they do, or may in the future use these skills in their jobs, in the community or at home. Let students know they will not only be evaluated on, say, their ability to give directions to the police station (an important life skill related to both transportation and community services units), but also, how well they work together with their group on a certain project related to this topic, say, making a map of the community (EFF Standard-Cooperate with Others). By building lessons that allow students to practice language life-skills and necessary adult life-skills, your students will leave your class with the ability to communicate and successfully function in a today's rapidly changing, highly-literate society.

Discussion Questions: Background Reading

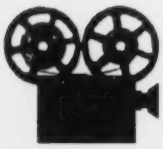
1. Describe the literacy demands on adults in today's society. How have they changed over the last several decades?

2. What makes a quality lesson according to NIFL?

More Discussion Questions: How the Concept of EFF Fits into the ESL Classroom

3. Think back and discuss life three to five years ago…how has *your* life changed? Reflect on:
   - Modes of communication (work and personal)
   - Daily life/routines: banking, shopping, planning a vacation
   - Ways of getting information
   - Ways of sharing information

4. Discuss what new challenges ESL students face in this kind of society.
   - At home/with family?
   - At work (adapting to change, working in teams, move up the ladder)?
   - In the community (having a voice, figuring out how systems work and how to use them)?



VIDEO PRESENTATION

Handout #7

You will be watching a video of an ESL class project. Below is a general description of the class you will be observing. Review the information. Review the Video Observation Form and then watch the video and answer the questions.

PART 1

CLASS LEVEL: Beginning

ESL PROGRAM: Santa Ana College, California

INSTRUCTOR: Susan Gaer

TOPIC: Creating family histories

DESCRIPTION: Students use video and word processing tools to create stories about their families. These are put online where they and others can access them. This project follows the first unit of the class that focuses on personal identification.

The Virginia Adult Learning Resource Center owns several copies of the video "Captured Wisdom". The segment "Creating Family Histories" used here comes from this video. The video is No. 2 in a series of two videos. The video was produced by the National Center on Adult Literacy, Philadelphia, Pennsylvania, (215) 898-2100 and is used for this workshop with permission.

VIDEO PRESENTATION: Viewing class projects through the EFF lens.

Directions: Watch the video. Decide whether you observed the behavior. If you did, indicate what you observed and check the appropriate boxes.

SUSAN GAER'S CLASS

1. Does this project address one or more of the EFF standards? YES NO

If yes, which ones? (Refer to standards' handout).

_____

_____

_____

_____

2. Does the project tie into at least one of the students' primary roles as an adult? YES NO

- ❑ Citizen/community member
- ❑ Parent/family member
- ❑ Worker
- ❑ Other _____

3. Which of the four purposes for literacy are evident in the project?

- ❑ Access information
- ❑ Voice ideas and opinions
- ❑ Take independent action
- ❑ Learning as a bridge to the future

4. Is the project relevant to the students' lives?
YES NO
If yes, how? _____

_____

If no, why? _____

_____

5. What language skills were practiced?

- ❑ Listening
- ❑ Speaking
- ❑ Reading
- ❑ Writing

6. Does the video show the students practicing any other EFF Standards. If yes, which ones? _____

_____

_____

7. What types of groupings did you observe?

- ❑ Individual work
- ❑ Pairs
- ❑ Small group
- ❑ Whole class

8. Did the teacher provide new information to the students?
YES NO
If yes, how?
- ❑ By using visuals
- ❑ By explaining
- ❑ By demonstrating

9. Did the teacher provide opportunities for the students to practice the new information? YES NO
If yes, how?
- ❑ By providing materials to guide students.
- ❑ By using a variety of grouping strategies (i.e. pairs, small group, whole class, etc.).
- ❑ Other _____

10. Did the students have the opportunity to share their work with the learning community or beyond? YES NO
If yes, how?
- ❑ By having opportunities to interact, receive feedback and learn.
- ❑ By extending the learning into their work, home, or neighborhood.

11. Did the teacher monitor student performance?
YES NO
If yes, how?
- ❑ By observation of student practice.
- ❑ By working with individuals and/or groups.

12. Did the students have an opportunity to demonstrate new skills? YES NO
If yes, how?
- ❑ By publishing written work.
- ❑ By making presentations.
- ❑ Other _____

13. Would the teacher be able to document performance?
YES NO
If yes, how? _____

_____

If no, why? _____

_____

14. Did students have the opportunity to reflect on their learning? YES NO
If yes, how?
- ❑ Through discussion
- ❑ Using self-assessment surveys/questionnaires
- ❑ Other _____

GROUP ROLES

LEADER: Will lead the reading discussion after the silent reading, clarify questions, and guide the group. Will also guide the group in the writing activity.

WRITER/RECORDER: Will take notes during the discussion, summarize main ideas and important points, and help in editing final written report before presentation.

PRESENTER/REPORTER: Will present the group's final report orally, but after the writer has edited/finalized the group's outline.

TIMEKEEPER: Will manage the time and continually remind the group of the time limits of each activity.

Eduardo's Secret

Eduardo Marquez immigrated to the United States from Costa Rica five years ago with his wife, Clarissa, and two children (ages 7 and 9). In Costa Rica, Eduardo was a Chief Engineer at a big engineering company. He had a nice house, a housekeeper, and a live-in baby sitter.

He thought his master's degree in engineering would help him get a job in the U.S. But, after a few weeks of looking for a job, he realized that he would need a license to be an engineer. Also, he realized his English was not good enough for this kind of job interview.

Eduardo was anxious because he had a family to take care of, and he needed to get a job to pay the rent, and other bills. He called his old friend Pedro, and Pedro said "why don't you work with me as a handyman?" He took the job, but hated it. He felt the job was beneath him and this made him feel very sad about his situation. To feel better, he began drinking a beer or two at the end of the day. Then after a couple months, he needed to have a drink in the morning, during the day, and many more at night.

Because Clarissa left to go to work in the morning before her husband, she didn't know about her husband's increased drinking. But, after a couple months, she noticed changes. He always wanted to be alone, and he was very depressed. . He seemed angry with her and the children. Sometimes he was abusive to them. He changed so much since they left Costa Rica, and Clarissa didn't like it. She thought that maybe he was having problems at work. Then, she saw empty bottles of beer and liquor in the trash can. She wanted to talk to him, but she was too scared to say anything.

In the meantime, Pedro, Eduardo's long-time friend and co-worker, began to notice Eduardo's mood changes. He also noticed that Eduardo started coming late to work. There was one day when he never came. Soon, Pedro received complaints from customers about Eduardo's poor work. Then, one morning, Pedro smelled liquor on Eduardo's breath. He talked to Eduardo about it, but Eduardo denied that he was drinking.

Pedro was very concerned about his friend. Drinking was not permitted on the job, and if the manager knew about it, Eduardo would be fired. He wanted to help him before the situation got worse. **What should Pedro do?**

Eduardo's Secret

Comprehension Questions

Answer and discuss the following questions with your group. The WRITER should take notes of the responses. ONE PER GROUP

1. What did Eduardo study in Costa Rica?
2. Why was it difficult for Eduardo to get a good job in the U.S.? Explain.
3. How did Eduardo find a job?
4. What does a handyman do?
5. Why did Eduardo hate his job?
6. Why did he start drinking? What are some others reasons why people become addicted to alcohol?
7. When did Eduardo's wife find out about her husband's problem? What did she do?
8. How did Pedro feel about his friend's drinking problem? Why was Pedro afraid?

Problem Solving and Group Decision Making Worksheet

With your group, prepare an OUTLINE, using this format. Then write the outline on large paper to present to the class. ONE PER GROUP

I. THE PROBLEM _____

II. POSSIBLE SOLUTIONS

1. Alternative #1 _____

   Advantages: _____

   Disadvantages: _____

2. Alternative #2 _____

   Advantages: _____

   Disadvantages: _____

III. Conclusion (Group Decision)

Alternative #_____

Why? _____

Frequently Asked Questions about ALCOHOLISM

What is Alcoholism?

It is a type of drug dependence. There is both physical and psychological dependence with this addiction. There is physical dependence when the body is affected by irritation of the gastro-intestinal tract, causing nausea and vomiting. It also causes nutritional deficiencies when vitamins are not absorbed by the body. There is psychological dependence when alcohol affects the central nervous system acting as a depressant and resulting in anxiety, tension, etc.

What are the symptoms of Alcoholism?

Symptoms include: neglect of other activities such as important social and occupational activities; alcohol is consumed in larger amounts over a longer period than intended; unsuccessful efforts to cut down or control alcohol consumption; withdrawal symptoms such as nausea, sweating, shakiness, and anxiety when alcohol is stopped; the need to increase amounts of alcohol in order to feel its effects; solitary drinking; episodes of violence associated with drinking; unexplained mood swings; behavioral problems such as absenteeism or tardiness at work; neglect of physical appearance; neglect of food intake; hostility when confronted; memory loss; shaking in the morning; interference with social and family responsibilities, etc.

What are some treatments for Alcoholism?

Some treatments include: it begins with recognition and acceptance of the problem; total abstinence from alcohol; detoxification (alcohol is withdrawn under a controlled, supervised setting) as a first step; alcohol rehabilitation programs with counseling, nursing and medical care; education about the disease of alcoholism; Alcoholics Anonymous (a self-help group of recovering alcoholics that offers emotional support and a model of abstinence for people recovering from alcohol dependence).

What are some immediate things a person can do to help an alcoholic?

Call your health care provider; go to the emergency room of the hospital or clinic; or call the local emergency number (such as 911) in cases of severe bleeding, seizures, or other health problems in a person suspected of having alcohol dependence.

SOURCES: Screening for Mental Health, Inc., National Institute on Alcohol Abuse and Alcoholism; and the World Health Organization.

Alcoholism and Alcohol-Related Problems

A SOBERING LOOK

- **Alcohol, the most widely used psychoactive drug in the United States, has unique pharmacological effects on the person drinking it** *(Substance Abuse and Mental Health Services Administration (SAMHSA). National Household Survey on Drug Abuse: Main Findings 1992. U.S. Department of Health and Human Services (USDHHS), 1/95, p.2; National Institute of Alcohol Abuse and Alcoholism (NIAAA). Eighth Special Report to US Congress on Alcohol and Health, 9/93, p. 129).*

- **Alcohol contributes to 100,000 deaths annually, making it the third leading cause of preventable mortality in the US, after tobacco and diet/activity patterns** *(J McGinnis & W Foege, "Actual Causes of Death in the United States," Journal of the American Medical Association (JAMA), Vol. 270, No. 18, 11/10/93, p. 2208).*

- **Among 9,484 deaths attributed to non-medical use of other drugs in 1996, 37% also involved alcohol** *(SAMHSA, Annual Medical Examiner Data 1996, 7/98, p. iii).*

- **More than seven percent of the population ages 18 years and older--nearly 13.8 million Americans--have problems with drinking, including 8.1 million people who are alcoholic. Almost three times as many men (9.8 million) as women (3.9 million) are problem drinkers, and prevalence is highest for both sexes in the 18-to-29-years-old age group** *(NIAAA, Alcohol Health & Research World (AHRW), Vol. 18, No. 3, 1994, pp. 243, 245).*

- **About 43% of US adults--76 million people--have been exposed to alcoholism in the family: they grew up with or married an alcoholic or a problem drinker or had a blood relative who was ever an alcoholic or problem drinker** *(National Center For Health Statistics (NCHS), Advance Data, USDHHS, No. 205, 9/30/91, p. 1).*

- **62% of high school seniors report that they have been drunk; 31% say that have had five or more drinks in a row during the last two weeks** *(LD Johnston, et.al., Monitoring the Future Study, Institute for Social Research, University of Michigan, 12/99). [For more information, see NCADD's "Youth, Alcohol and Other Drugs" facts.]*

- **People who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin at age 21** *(NIAAA news release, 1/14/98).*

- **From 1985 to 1992, the economic costs of alcoholism and alcohol-related problems rose 42% to $148 billion. Two-thirds of the costs related to lost productivity, either due to alcohol-related illness (45.7%) or premature death (21.2%). Most of the remaining costs were in the form of health care expenditures to treat alcohol use disorders and the medical consquences of alcohol consumption (12.7%), property and administrative costs of alcohol-related motor vehicle crashes (9.2%), and various additional costs of alcohol-related crime (8.6%). Based on inflation and population growth, the estimated costs for 1995 total $166.5 billion** *(NIAAA, news release, 5/13/98).*

- **Nearly one-fourth of all persons admitted to general hospitals have alcohol problems or are undiagnosed alcoholics being treated for the consequences of their drinking** *(NIAAA*

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Handout #14

STUDENT ASSESSMENT/EVALUATION CHART

To measure ability/progress, the teacher uses an observation checklist like this with students' names and the three standards and evaluates each students using a scale:

Name	Cooperate with Others	Learn through Research	Solve Problems and Make Decisions
Scale: 1-unable 2-limited 3-able 4- proficient U-Unable to observe			
Jaime	1	U	2
Jenny	4	4	U
Etc.	3	4	3

Then, to allow students to reflect on the skills they practiced, students complete a student survey like this:

Eduardo's Secret

Skills practiced in this lesson

Cooperating with Classmates/Teamwork	Learning through Research	Solving Problems and Making Decisions

Cooperating with my classmates/Teamwork

Yes no need more practice I was friendly and respectful of my classmate's ideas and opinions.

Yes no need more practice I thought about my classmates' ideas and opinions before making a final decision.

Comments:

Learning through Research

Yes no need more practice I read the resource information and used it to develop a solution.

Yes no need more practice I thought about personal experience and used it to develop a solution.

Yes no need more practice I listened to the opinions of my classmates and used it to develop a solution.

Comments:

Solving Problems and Decision Making

Yes no need more practice I helped my group identify possible problems and solutions.

Yes no need more practice I helped my group identify advantages and disadvantages of each solution.

Yes no need more practice I helped my group identify a final solution.

Comments:

Using the EFF Content Standards in the Classroom:Group Reflection

Directions: Think about "Eduardo's Secret," the EFF lesson plan in which you just participated. As you know, the "teacher" focused on and evaluated three EFF Standards (listed below) during this lesson. Also listed below are the components of each Standard. Think about how you as the student practiced each Standard and its components during the lesson. Write answers beside the question, "What does this look like?" Then in the second column, write down your observations about how the teaching activities and strategies reinforced these Standards. Your facilitator will lead a discussion about the answers.

EFF Standard: Cooperate with Others.		**How did the teacher reinforce this?**
Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions.		
What does this look like?		
Seek input from others in order to understand their actions and reactions.		
What does this look like?		
Offer clear input on own interests and attitudes so others can understand one's actions and reactions.		
What does this look like?		
Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.		
What does this look like?		

EFF LESSON PLAN WORKSHEET OBJECTIVES

Find the level you teach. Use the curriculum unit and objective listed for your level to create an EFF-focused lesson plan with the help of your group and the EFF Lesson Plan Worksheet.

BEGINNING

Curriculum unit: Health

Objective: Learners will be able to ask and answer questions and illnesses and injuries. The teacher may use visuals of common illnesses and injuries to help prompt this lesson.

HIGH BEGINNING

Curriculum unit: Transportation

Objective: Given a map, learners will be able to ask for and give directions from school to various familiar, local places (for example, home, library, supermarket, movie theater, etc.)

INTERMEDIATE

Curriculum unit: Work

Objective: Learners will be able to answer questions in a job interview.

ADVANCED

Curriculum unit: Legal Services

Objective: Given a legal issue, identify the problem(s), possible solutions, and consequences.

Handout #16

EFF LESSON PLAN WORKSHEET

Directions: Design a lesson plan using EFF Standards and Common Activities. Use the EFF-based lesson you just studied to help you. (A complete version of this lesson is in your appendix.) Work with a group of three to four teachers total who teach a level similar to your own. Make sure to note on this worksheet the level you teach and the corresponding curriculum unit and lesson objective. Use them to help guide your planning. Designate a leader, timekeeper, recorder, and presenter in your group. You have 20 minutes to complete the lesson plan. You will then have five minutes to present your lesson. Have fun!

Group Members: _____

Level: _____

Curriculum unit and lesson objective: _____

Many lessons enable students to practice all or almost all of the language skills. However, what language skill will students practice in this lesson that you can observe and evaluate?

Speaking Listening Reading Writing

Fill out the chart below after you consider the following questions: What EFF Standards are appropriate for the objective that you can observe and evaluate? Which Components of those standards can the students practice and the teacher assess? Focus on three.

Standard	Standard Components

What Common Activities will students use in this lesson? _____

What adult Roles would this be appropriate for? _____

Estimated time: _____

Materials needed: _____

STAGES OF THE LESSON

Warm up: _____

Presentation: _____

Practice: _____

Application: _____

Evaluation: _____

Handout #17

My Plan of Action for Equipped for the Future

No one can adapt an entire new set of institutional standards in one day or one class term, but you can begin by making a commitment to implementing some of the things you've learned today! What would you like to do right away?

A. Refer to the **EFF Building Blocks**. Choose two things you can do in your class now.

1. I will _____
   A concern I have about implementing this is:
   _____

   I will _____
   A concern I have about implementing this is:
   _____

B. Think about the lessons you teach in your class and take a look at the Standards. Which unit of study or lessons lend themselves to using the EFF Framework? Which unit/topic and Standards would you like to try to develop an EFF lesson for? (Remember, your lesson will probably touch on many Standards. Limit your choices below to the Standards you will observe, evaluate and assess.)

Topic: _____
Lesson objective: _____

EFF Standards to Practice	Components of Standard to focus on

C. Within the context of which adult roles (refer to role maps) will students practice these skills?

D. What are some ideas I have for an actual lesson? What activities I will do?

E. During which activities will I be able to assess students achievement of the objective and competency in the Standard(s):

Handout #18

Tips for Making Yourself and Your Classroom "EFF Friendly"

EFF Building Blocks

1. **Write an agenda on the board every day**. Write topics you plan to cover in class. Feel free to alter it with the students if you run short on time. Check off items as you finish them.

2. **Keep research tools available in class** and encourage students to refer to them; make sure you use them when appropriate: English-English dictionaries, encyclopedia, telephone directories, community brochures, maps.

3. Look for ways to **incorporate problem solving methodology** into your lessons; use them in relation to competencies or when situations arise in the class (e.g. problems with student behavior, setting class rules, delaing with community issues)

4. **Have students work in groups** throughout the cycle. This can be done informally or more formally by assigning tasks/jobs to group members.

5. **Tie classroom activities/learning to the outside world**. Take students on field trips (library, supermarket) use the newspaper, watch TV or video clips of the news, use contact assignments (telephone, Internet). Make the bridge from the classroom to the community.

6. **Make students aware of each other's strengths** so that they can go to each other for assistance when you are busy with another student.

7. **Make students responsible for managing their learning**. Let them know what else they can do when they finish tasks early, and have self-access materials available to them.

8. **Incorporate self- and peer-correction into activities**, using editing checklists, answer keys, class experts, etc.

9. If you have a **computer** in your classroom, keep it on during class. Make it available before class for students to practice mouse control, typing etc and let them know it's a tool you use.

10. Find ways to **make the Internet available** to students, either in the school or by taking a field trip to a local library that has public-use computers.

11. **Incorporate writing to reflect on reading/viewing assignments** (through journals, book reports, movie reviews, travel logs, etc.)

12. **Put a list of EFF non-language communication skills on a poster and/or transparency**. Refer to it regularly (every week or two) so students can be aware kind of learning that is taking place.

REEP, Arlington Public Schools, 1999. Contributed by Phil Cackley, Kiran Sandhu, Pat Thurston with input from other REEP staff.

WHAT DID YOU DO IN ENGLISH CLASS?

Did you.....

Read?
Write?
Speak?
Listen?
Work together?
Cooperate and help each other?
Share your ideas?
Plan?
Get, evaluate, and use information?
Use resources?
Solve problems?
Learn new skills?
Think about your learning?
Use technology?
Other?

Handout #20

EFF TRAINING EVALUATION

Date:

Facilitators:

Adult Education Agency:

EVALUATION OF WORKSHOP	**(Circle appropriate number)**						
1. Were the workshop objectives clear?	**Vague**	1	2	3	4	5	**Clear**
2 How helpful were the activities to attain the workshop goals?	**Not helpful**	1	2	3	4	5	**Very helpful**
3. Was the workshop well-paced?	**Poorly paced**	1	2	3	4	5	**Well-paced**
4 Were the materials, video and other audio-visual aids used effectively?	**Not effective**	1	2	3	4	5	**Very effective**
5 Given curriculum objectives, do you feel you can apply appropriate EFF standards to a project or lesson?	**No**	1	2	3	4	5	**Definitely**
6. Are you prepared to transfer and apply in your classroom what you have learned in this workshop?	**No**	1	2	3	4	5	**Definitely**

7. What I found most useful was....

8. What I found least useful was....

9. What is one idea you learned today that you can use in your classroom immediately?

10. Other comments:

THANK YOU!!

BIBLIOGRAPHY

AND

FURTHER READING

EQUIPPED FOR THE FUTURE
ON-LINE RESOURCES

On-Line Resources

- **LINCS** is the National Institute for Literacy's on-line connection to adult literacy information. Region-specific collections are available to connect state & local organizations, practitioners, researchers and learners. The site address is: http://www.nifl.gov/lincs.

- **The Equipped for the Future Website** is a special collection of LINCS. Visit this site to learn more about the EFF initiative. Anyone with an active internet connection and a Web-browsing program can download the EFF framework and the EFF Content Standards document, and can find out about current EFF publications, announcements and events. The site address is: http://www.nifl.gov/lincs/collections/eff.

- **The Equipped for the Future Discussion List** is an ongoing, on-line conversation about EFF by teachers, administrators and others interested in and using EFF.

  To view the archives: Go to: http://www.nifl.gov/lincs/collections/eff, select "Online Discussion" from the "Features" menu, and choose archives for a specific year.

  To subscribe to the discussion list: Go to http://www.nifl.gov/lincs/collections/eff, choose "Subscribe to the NIFL-4EFF List" option and follow the prompts.

  (You may also subscribe by sending the following message from your e-mail account: To: listproc@literacy.nifl.gov Subject: leave blank Message: Subscribe NIFL-4EFF your first name your last name)

On-Line Publications

- **Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century** - http://www.nifl.gov/lincs/collections/eff/standards_guide.pdf

- **Equipped for the Future Research Report: Building the Framework, 1993-1997** - http://www.nifl.gov/lincs/collections/eff/mernfield_eff.pdf

- **Equipped for the Future Assessment Report: How Instructors Can Support Adult Learners Through Performance-Based Assessment** – http://www.nifl.gov/lincs/collections/eff/ananda_eff.pdf

- **Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning.** http://www.nifl.gov/EFF/content.htm

- **EFF: 21st Century Skills for the New Economy** - http://www.nifl.gov/lincs/collections/eff/eff_brochure.pdf

- **EFF Role Maps** - http://www.nifl.gov/lincs/collections/eff/eff_roles.html

- **EFF Skills Wheel** - http://www.nifl.gov/lincs/collections/eff/wheel.html

- **EFF Content Framework** - http://www.nifl.gov/lincs/collections/eff/eff_framework.html

- **EFF VOICE Newsletter - Volume 1, No. 1** - http://www.nifl.gov/lincs/collections/eff/eff_voice/vol_1_no_1.html

- **What Is An EFF-Friendly Lesson?** - http://www.nifl.gov/lincs/collections/eff/masters/eff_friendly.doc

- **NIFL News, Spring 1997: Equipped for the Future: A Collaborative Journey toward System Reform** - http://www.nifl.gov/newsletters/spring97.htm

FOR MORE INFORMATION ABOUT EQUIPPED FOR THE FUTURE

To request **single copies** of our published Equipped for the Future materials, please call ED PUBS Clearinghouse at their toll free number 1-877-433-7827, use their web site at http://www.ed.gov/pubs/edpubs.html or e mail them at edpubs@inet.ed.gov. For **multiple copies**, please contact the Equipped for the Future National Center at 207-581-2402 or e-mail Dawn Norris at dawn.norris@umit.maine.edu. For all publications, please order by the publication number in parentheses.

Print Resources Available

1. **Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning.** Published in 1995, this book describes the vision and research basis of EFF's initiative for reforming the Adult Literacy and Lifelong Education system. (IN#EX0019P) This document can be downloaded at: http://www.nifl.gov/EFF/content.htm

2. **Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning.** This 1997 publication builds on the previous work, reporting the continuing research and development of EFF's content framework for adult performance standards (IN#EX0020P)

3. **Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century.** The newly released content standards guide describes the EFF development process, content standards, how the standards have been used in programs and where EFF is headed as we develop our assessment and reporting systems. (NIFL EX0099P) This document can be downloaded at: http://www.nifl.gov/lincs/collections/eff/standards_guide.pdf

4. **Equipped for the Future Research Report: Building the Framework, 1993-1997** by Juliet Merrifield. This July 2000 publication documents the research conducted through the summer of 1997, including the process of gathering and analyzing data to create the framework, and the concepts & theories involved. (EX0106P) This document can be downloaded at: http://www.nifl.gov/lincs/collections/eff/merrifield_eff.pdf

6. **Equipped for the Future Assessment Report: How Instructors Can Support Adult Learners Through Performance-Based Assessment.** This July 2000 publication introduces instructors to specific performance-based assessment methods that show promise for measuring progress relative to the EFF Standards. (EX 0110P) This document can be downloaded at: http://www.nifl.gov/lincs/collecuons/eff/ananda_eff.pdf

7. **EFF Skills Wheel Posters** are now available. These 22" x 36" full-color posters clearly show the sixteen EFF skills/standards, along with their relation to the four categories of skills. To order, please contact Dawn Norris at 207-581-2402 or at dawn.norris@umit.maine.edu. Pricing is as follows:

1 poster - $5.00 ea.	10-14 posters - $1.25 ea.
2-4 posters - $3.00 ea.	15+ posters - $1.10 ea.
5-9 posters - $1.75 ea.	

Equipped for the Future Contact People:

Standards: Sondra Stein, sstein@nifl.gov, 202-233-2041, National Institute for Literacy

Research and Data Collection: Brenda Bell, bsbell@utkux.utk.edu, 865-974-6654, EFF Research Center, Center for Literacy Studies, University of Tennessee

Staff Development, Technical Assistance and Materials: Lisa Levinson, LisaL595@aol.com, 207-581-2402, EFF National Center, University of Maine

Assessment: Peggy McGuire, peggymcguire@erols.com, 215-843-8384, Center for Literacy Studies, University of Tennessee

Equipped for the Future is an initiative of the National Institute for Literacy PP#1

EFF resources that are available online and in the Resource Center library:

On-line Resources:

1. Online Documents available through NIFL:
http://www.nifl.gov/lincs/collections/eff/eff_publications.html

Equipped for the Future documents are available at this site to be viewed and printed in the pdf format. The reports available from this site include the *EFF Content Standards document, the Building the Framework document (offering a historical perspective on the development of the EFF standards), and Fall/Winter EFF Voice Newsletter.*

2. EFF discussion list archive:
http://www.nifl.gov/lincs/discussions/nifl-4eff/equipped_for_future.html

The purpose of this site is to allow individuals to view the questions, responses, and thoughts of individuals who subscribe and participate in the EFF electronic discussion list. The archive includes all EFF-based discussions from 1997 to 2000.

3. Focus on Basics Vol 3, Issue C • Sept 99
http://gseweb.harvard.edu/~ncsall/fob/1999/sondrastein.html

The theme of the September 1999 electronic version of Focus on Basics is on standards-based education. The issue focuses on EFF and how EFF has developed, the standards driving EFF and on future implications for standards-based instruction and accountability.

4. EFF print publication resources:
http://www.rtpnet.org/ctc2000/eff-print.html

The purpose of this site is to list and offer various EFF publications for sale. The publications include some offerings that are available online as well as EFF standards and competencies posters.

5. Virginia EFF Field Development Reports
http://www.vcu.edu/aelweb/EFF%20field%20dev%20reports.htm

The three publications highlighted on this site are from Virginia-based programs. Each report contains sample lessons and forms designed to incorporate EFF concepts into the classroom.

6. Equipped for the Future: Implications for ESL Students
by Mary Dunn Siedow, Ed.D.
http://www.nclrc.state.nc.us/home/esl/equipfu.htm

This article, housed on the North Carolina Literacy Resource Center web page, explores the ways that the EFF standards can be incorporated into ESL instruction.

Publications Available from the Resource Center's Library collection:

Equipped for the future : samples from the field development experience.
LC149.7 .S7422 1998

Contains discussions and examples from the field to illustrate the purpose of the Equipped for the Future framework, how it can be used for goal setting, needs assessment, as well as teaching and assessing student learning.

Equipped for the future : a reform agenda for adult literacy and lifelong learning.
Stein, Sondra Gayle. LC149.7 .S742 1997

Describes the Equipped for the Future initiative, NIFL's effort to reform the adult literacy and lifelong learning system; provides an overview of the rationale, method, and goals of the initiative, reviews the progress to date, including a description of the role maps which have been developed describing what adults need to know, and outlines the future direction of the project.

A framework for adult literacy standards : the skills and knowledge parents need to be equipped for the future / National Center for Adult Literacy, Adult Learning System Reform Planning Project. LC151 .F73 1996

This project is part of the National Institute for Literacy's Adult Learning System Reform Initiative. This segment of the project attempts to define the learning needed by parents in the adult literacy system.

Equipped for the future: a customer-driven vision for adult literacy and lifelong learning
Stein, Sondra Gayle. LC149.7 .S74 1995

Report on NIFL's project on Goal 6 of the National Education Goals, which solicited, produced, and analyzed the feedback of over 1500 adults across the country about what literacy means to them; contains both a synthesis of adult

learner perspectives on literacy and lifelong learning, and examples of the actual essays submitted by them.

Equipped for the Future content standards : what adults need to know and be able to do in the 21st century
Stein, Sondra Gayle. LC149.7 .S74 E68 2000

Addresses the full range of skills adults need to succeed in their roles at work, home and in the community. The document offers examples of how teachers use the Equipped for the Future tools to build learner competence and places them in the broader context of system reform, thus providing a foundation for linking adult education with other parts of the human service delivery system.

Exploring "Equipped for the future" : a program's journey
Trawick, Amy R. Virginia LC152.V57 T71 1999

In 1998-99, the Office of Adult Education at New River Community College received a state grant to further explore EFF and to investigate how to bring more practitioners on board with it. This report is a summary of activities, findings, and the tools produced as part of the grant. This report is separated into two parts. Part one provides an overview of the study circle model, goal-setting, and instructional planning. Part two presents the study circle participants' reports on their individualized EFF projects.

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